

## DUNCAN ELEMENTARY

100 S. Danzler Rd.  
Duncan, South Carolina 29334

**GRADES** PK-3 Elementary School

**ENROLLMENT** 484 Students

**PRINCIPAL** Dr. Linda P. Allen 864-949-2373

**SUPERINTENDENT** Scott Turner 864-949-2350

**BOARD CHAIR** Bo Corne 864-949-0860

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	51	45	0	0

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**



## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Average	No

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

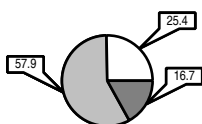
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

N/A

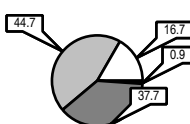
## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

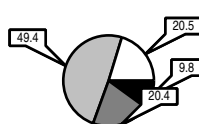
Elementary Schools with Students like Ours



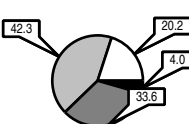
Mathematics



English/Language Arts







Mathematics



English/Language Arts

## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.



**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	124	100.0	16.7	44.7	37.7	0.9	54.4	Yes	Yes
<b>Gender</b>									
Male	71	100.0	20.0	41.5	38.5	0.0	53.8		
Female	53	100.0	12.2	49.0	36.7	2.0	55.1		
<b>Racial/Ethnic Group</b>									
White	72	100.0	9.0	38.8	50.7	1.5	65.7	Yes	Yes
African-American	43	100.0	25.0	52.5	22.5	0.0	40.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	89	100.0	12.5	41.3	45.0	1.3	65.0		
Disabled	35	100.0	26.5	52.9	20.6	0.0	29.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	16.7	44.7	37.7	0.9	54.4		
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	33.3	55.6	11.1	0.0	0.0	I/S	I/S
Non-Limited English Proficient	114	100.0	15.2	43.8	40.0	1.0	55.2		
<b>Socio-Economic Status</b>									
Subsidized meals	76	100.0	23.2	55.1	21.7	0.0	36.2	Yes	Yes
Full-pay meals	48	100.0	6.7	28.9	62.2	2.2	82.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	124	100.0	25.4	57.9	16.7	0.0	31.6	Yes	Yes
<b>Gender</b>									
Male	71	100.0	27.7	56.9	15.4	0.0	30.8		
Female	53	100.0	22.4	59.2	18.4	0.0	32.7		
<b>Racial/Ethnic Group</b>									
White	72	100.0	16.4	56.7	26.9	0.0	44.8	Yes	Yes
African-American	43	100.0	37.5	60.0	2.5	0.0	15.0	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	89	100.0	12.5	66.3	21.3	0.0	36.3		
Disabled	35	100.0	55.9	38.2	5.9	0.0	20.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	25.4	57.9	16.7	0.0	31.6		
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	33.3	66.7	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	114	100.0	24.8	57.1	18.1	0.0	33.3		
<b>Socio-Economic Status</b>									
Subsidized meals	76	100.0	36.2	58.0	5.8	0.0	23.2	Yes	Yes
Full-pay meals	48	100.0	8.9	57.8	33.3	0.0	44.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	108	100.0	25.3	44.4	28.3	2.0	30.3
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	124	100.0	17.1	45.5	36.6	0.8	37.4
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	108	100.0	29.0	56.0	10.0	5.0	15.0
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	124	100.0	26.8	56.1	17.1	N/A	17.1
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample



SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 484)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	3.0%	2.7%
Attendance rate	96.3%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.1%		5.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%		4.1%	3.5%
Eligible for gifted and talented	6.3%	Down from 9.3%	13.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Up from 5.6%	9.6%	8.2%
Older than usual for grade	0.2%	N/A	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	44.4%	Down from 45.2%	50.0%	51.4%
Continuing contract teachers	75.6%	Down from 81.0%	89.2%	87.5%
Highly qualified teachers**	95.1%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	2.6%		0.0%	0.0%
Teachers returning from previous year	75.0%	Up from 73.4%	86.5%	86.7%
Teacher attendance rate	96.2%	No change	94.7%	94.9%
Average teacher salary	\$39,155	Up 0.9%	\$40,459	\$40,760
Prof. development days/teacher	11.8 days	Down from 14.3 days	12.5 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 18.7 to 1	19.0 to 1	18.9 to 1
Prime instructional time	92.0%	Up from 91.9%	89.7%	90.0%
Dollars spent per pupil*	\$6,693	Down 4.0%	\$5,791	\$6,044
Percent of expenditures for teacher salaries*	65.5%	Down from 68.6%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.



**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Duncan Elementary School's tradition of striving toward excellence continued throughout the 2003-2004 school year. Having been recognized as a Carolina First Palmetto's Finest Finalist, a South Carolina Distinguished Title I School, a Red Carpet School, an Exemplary Writing School, a Healthy Schools Award Winner, and a Schools of Promise Flagship Renewal School, it was challenging to continue the process of self-improvement and growth.

We are honored to have received the SC-ASCD Professional Development Award in recognition of our staff's commitment to professional study/development. Since this is the highest recognition awarded by our state's curriculum association, we are thrilled to be the recipient of this award. Our efforts to be effective in communication were recognized by the SC Chapter of the National School Public Relations Association for "Distinguished Communication" for our student handbook and our school newsletter. The high expectations set for our school by our own staff have continued, as we are the recipient of grants to support our school-wide Health Fair and have developed a partnership with the Greenville Hospital System for our parenting program.

Our innovative flex schedule, designed by our principal, provides for approximately two hours of uninterrupted instruction each morning. Pullout classes do not occur during this time. On two days a week, back-to-back planning periods provide an hour and a half for grade-level team planning or inservice time with our curriculum facilitator, school technologist, or administrators. The commitment to quality instruction delivered during this "sacred" class time and on-going high quality staff development is evident by the success of this unique schedule.

Duncan Elementary School, a Title I School-wide Project, proudly serves an extremely diverse student body. With an average mobility rate between 24-27%, student strengths and areas for improvement must be identified quickly. Our staff does an exemplary job of addressing this issue. Students are assessed using objective measures as well as ongoing authentic assessment in order to provide a true profile of their achievement. We also specialize in the instruction of Pre-school Children with Disabilities (PCD); host a monthly parenting workshop, "Patterns", for the parents of these children; and house a district self-contained class for Learning Disabled students. Another unique program includes our ESOL program, which is delivered by an ESOL teacher and assistant and serves students from 20 countries.

Through the collaboration of community agencies, our school has been the co-recipient of a 21st Century Grant that provides quality Extended School Time for third grade students. A healthy snack and guidance services, provided by a mental health social worker, are also provided for our children. We are grateful for the support of our community and school family and eagerly plan for the upcoming school year and anticipate another wonderful year in an atmosphere "where learning comes alive!"

Linda P. Allen, Principal

Terri Barnett, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	42	119	63
<b>Percent satisfied with learning environment</b>	95.2%	86.0%	91.8%
<b>Percent satisfied with social and physical environment</b>	97.6%	93.2%	96.7%
<b>Percent satisfied with home-school relations</b>	78.0%	87.7%	74.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.